WASHINGTON STATE UNIVERSITY

MAJOR CURRICULAR CHANGE FORM - - NEW/RESTORE COURSE

☐ Please attach rationale for your request, a complete syllabus, and explain how this impacts other units in Pullman and other campuses (if applicable).
☐ Obtain all required signatures with dates.
☐ Provide original stapled packet of signed form/rationale statement/syllabus PLUS 10 stapled copies to the Registrar’s Office, campus mail code 1035.
☐ Submit one electronic copy of complete packet to wsu.curriculum@wsu.edu.

Requested Future Effective Date: Summer 2016 (term/year) Course Typically Offered: Summer

DEADLINES: For fall term effective date: October 1st; for spring or summer term effective date: February 1st. See instructions.
NOTE: Items received after deadlines may be put to the back of the line or forwarded to the following year. Please submit on time.

☐ New Course  ☐ Temporary Course  ☐ Restore Course

Engl 459-545  ESL Graduate Student Writing Workshop

course subject/crosslist: course no.  title

03 03

graduate standing

Credit hrs lecture hrs lab or studio prerequisite

prerequisite

Description for catalog: Workshop for graduate students in any discipline to improve proficiency in writing academic genres such as dissertations, abstracts, articles, and grant proposals. For non-native speakers of English.

Additional Attributes: Check all that apply.
☐ Crosslisting (between WSU departments)*
☐ Conjoint listing (400/500): 
☐ Variable credit: 
☐ Repeat credit (cum. max. hrs): 6

Special Grading: ☐ S, F; ☐ A, S, F (PEACT only); ☐ S, M, F (VET MED only); ☐ H, S, F (PHARMACY, PHARDSCI only)
☐ Cooperative with UI
☐ Other (please list request):

The following items require prior submission to other committees/depts. (SEE INSTRUCTIONS.)
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval.)
☐ Request to meet UCORE in [ ] (Must have UCORE Committee Approval) See instructions.
☐ Special Course Fee [ ] (Must submit request to University Receivables.)

Contact: Nancy Bell  Phone number: 335-1322  Campus mail code: 5020
Email: nbell@wsu.edu  Instructor, if different: Elizabeth Siler

Chair/date
Dean/date
All-University Writing Com / date

Chair (if crosslisted/interdisciplinary)*
Dean (if crosslisted/interdisciplinary)*
UCORE Committee Approval Date

Catalog Subcommittee Approval Date  GSC or AAC Approval Date  Faculty Senate Approval Date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
New Course Proposal Rationale
Engl 459: ESL Graduate Student Writing Workshop

The 878 international graduate students, many of whom are second language users of English, make up a significant proportion of our graduate population and are strong scholars and normally highly proficient in English. However, much as small grammatical errors and a foreign accent will long persist in their speech, so too will their writing show markers of their status as second language users of English. Unfortunately, these markers are often looked upon less charitably in writing than they are in spoken language. Furthermore, cross-cultural differences in academic norms of writing create a challenge for many of these students, who have not explicitly been taught the generic and rhetorical conventions for the documents they are required to produce as students, and eventually as professionals.

As coordinator of the ESL (English as a Second Language) courses in the English Department, I regularly receive calls from professors, advisers, and support staff from across campus seeking help with improving the writing of their graduate students who are non-native speakers of English. Furthermore, these requests also come from the graduate students themselves. At present, I advise these students to enroll in English 303, a writing workshop for ESL undergraduate students who have received a three credit “needs work” assessment on their Junior Year Writing Portfolio. In addition, graduate students often try to enroll in English 403, technical and professional writing, a course that regularly has a wait list for undergraduates, and is therefore very difficult for graduate students to get into.

Neither of the aforementioned options is ideal, as they are not aimed at the particular needs of graduate students, nor do they indicate on the student’s transcript the nature of the course. The proposed course will be designed to introduce students to typical academic genres and ways of analyzing them in order to better understand and construct these genres themselves. Run as a workshop and repeatable for credit, this course will provide graduate students with the kind of linguistic support they need to improve their writing. The flexible nature of the course will allow them to focus on a specific project and receive feedback on it from an instructor trained and experienced in teaching writing to second language users.

There are several units that provide instruction in their disciplinary writing conventions:

- Biology 582: Professional Communication in Biology
- Crop sci/Soil sci 511: Science Writing Workshop
- Food science 517: Scientific Writing
- Neuroscience 592: Research Writing and Seminar
- Teaching and Learning 582: Scholarly Writing

Not only are a minority of units providing disciplinary writing instruction, but none of these courses is designed with the particular needs of second language writers in mind. The proposed course will fill that gap and allow instructors in those existing courses to focus on the larger issues in their students’ writing.
ENGL 545: ESL Graduate Student Writing Workshop [3 credits]  
Summer 2016, May 9-June 17, M-F, 10-11:30

Instructor:  
Office:  
Classroom:  
E-mail:  
Office Phone:  
Office hours:

Course Description
This course is designed to help you improve your academic and professional writing skills. In this class you will practice analyzing and writing a variety of genres. We will pay attention to both the global aspects of writing, such as audience and purpose, as well as the word and sentence-level choices that we make that influence how our writing is received. Because this is a workshop, you will spend the majority of time working on a piece of writing that you want to improve. For example, this might be a dissertation (chapter), a grant proposal, or an article for publication.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes for this course: At the end of this course, students should be able to:</th>
<th>Course Topics/Dates The following topic(s)/dates(s) will address this outcome:</th>
<th>Evaluation of Outcome: This outcome will be evaluated primarily by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use genre analysis to learn how to construct different types of writing.</td>
<td>Week 1</td>
<td>Abstract analysis</td>
</tr>
<tr>
<td>Demonstrate an improved awareness of and ability to navigate the written conventions of their discipline.</td>
<td>Weeks 2-6</td>
<td>Interim draft Final draft</td>
</tr>
<tr>
<td>Identify their own patterns of error and edit for them systematically.</td>
<td>Weeks 2-6, but especially week 5</td>
<td>Interim draft Final draft</td>
</tr>
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Required Text

Recommended Texts
Also from U. of Michigan Press and by the same authors:

*English in Today’s Research World* (2000) – The books listed below are each expanded versions of chapters in this text, so if you want to focus on one of these areas, perhaps one of these smaller books will be best for you:

- *Creating Contexts: Writing Introductions across Genres* (2011)

Course Requirements

1. **Abstract Analysis** (250 points = 25%): For this assignment you will need to collect 10 abstracts from articles that are typical of work in your field. You will analyze this data set in order to determine the way that an abstract in your discipline is typically constructed. On Friday of week 1, you will turn in a 1-2 page paper describing your results.
2. **Individual Plan of Work** (150 points = 15%): You will work with your instructor to create your own plan for the rest of the semester. You will need to choose a piece (or two) of writing that you want to focus on and describe your goals for that work. You will build into your plan the due dates for a preliminary and “final” draft of your work (see #3 and 4 below). In addition, based on your own needs, you will choose at least 3 more chapters to read in the textbook and include a schedule for doing so. Due Friday of week 2.

3. **Interim Draft** (250 points = 25%): Although you instructor will be providing you with ongoing support during class, you will turn in an initial draft of your work on Monday, Tuesday, or Wednesday of week 5. A specific day will be assigned to you – the rolling due date is designed to allow maximum time for you to work, as your instructor will provide feedback to 1/3 of the class at a time and thus will be able to return your work sooner to you.

4. **Final Draft** (350 points = 35%): This will represent the final version of work that you set for yourself to do at the beginning of the session. It may not be the final draft, but it is the last draft that you will receive comments on from your instructor. Due Friday of week 6.

**Grading:**
Competent, thoughtful, well-written work will receive a ‘B.’ In order to receive an ‘A’ your work must be outstanding, and your ideas and analyses complex and exceptionally well-supported. Grades are earned, rather than given, and I am happy to help you with your work both in and out of class so that you may earn the grade you desire.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>(93.0% and above)</td>
</tr>
<tr>
<td>A-</td>
<td>(90.0 - 92.9%)</td>
</tr>
<tr>
<td>B+</td>
<td>(87.0-89.9%)</td>
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<tr>
<td>B</td>
<td>(83.0-86.9%)</td>
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<tr>
<td>B-</td>
<td>(80.0-82.9%)</td>
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<tr>
<td>C</td>
<td>(73.0-76.9%)</td>
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<tr>
<td>C-</td>
<td>(70.0 - 72.9%)</td>
</tr>
<tr>
<td>D</td>
<td>(60.0 – 66.9%)</td>
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<tr>
<td>D+</td>
<td>(67.0 – 69.9%)</td>
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<tr>
<td>F</td>
<td>(lower than 59.9%)</td>
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<tr>
<td>B+</td>
<td>(87.0-89.9%)</td>
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<tr>
<td>C+</td>
<td>(77.0-79.9%)</td>
</tr>
<tr>
<td>D+</td>
<td>(67.0 – 69.9%)</td>
</tr>
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<td>F</td>
<td>(lower than 59.9%)</td>
</tr>
<tr>
<td>A</td>
<td>(93.0% and above)</td>
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**Workload Statement:**
It is WSU policy that for every hour of in-class instruction, or equivalent online instruction, that students should expect at least 2 hours of outside class course preparation in the form of reading, course assignments, and review of previous lectures. In this course, because you will be working on individual projects, most of your time outside class will be spent writing, although it will also include some individualized exercises to improve your writing. Our time in class will be spent on individualized revision and editing, as well as some general instruction for the whole class.

**Academic Honesty**
As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty. **Any student who plagiarizes in this class will fail that assignment. A student who plagiarizes a second time will fail the course.** More information regarding responding to academic integrity violations can be found at: [http://academicintegrity.wsu.edu/](http://academicintegrity.wsu.edu/).

**Disability Accommodation**
Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please
either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

**Safety Statement**
Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “*Alert, Assess, Act*” protocol for all types of emergencies and the “*Run, Hide, Fight*” response for an active shooter incident. Remain **Alert** (through direct observation or emergency notification), **Assess** your specific situation, and **Act** in the most appropriate way to assure your own safety (and the safety of others if you are able).

Please sign up for emergency alerts on your account at [MyWSU](https://mywsu.wsu.edu). For more information on this subject, campus safety, and related topics, please view the [FBI’s Run, Hide, Fight video](https://www.fbi.gov/information/security/run-hide-fight) and visit the [WSU safety portal](https://safety.wsu.edu).

**Attendance**
You are permitted two absences. For each missed class beyond those two, your final grade will be lowered one full letter.

**COURSE OUTLINE**

Because each of you has come to this class with different needs and goals, we will work together during the first week and part of the second. After that, you will have a good idea of how the textbook is organized and what it covers so that you can work with your instructor to design your own plan for the rest of the sessions.

<table>
<thead>
<tr>
<th>WEEK, TOPIC</th>
<th>READING</th>
<th>ASSIGNMENTS DUE</th>
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</thead>
<tbody>
<tr>
<td>1 – Introduction to genre analysis</td>
<td>Chapter 1</td>
<td>Abstract analysis (Friday)</td>
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<tr>
<td>2 – Summarizing and paraphrasing</td>
<td>Chapter 5</td>
<td>Individual plan (Friday)</td>
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<tr>
<td>3 – Independent work</td>
<td>Student choice</td>
<td></td>
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<tr>
<td>4 - Independent work</td>
<td>Student choice</td>
<td></td>
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<tr>
<td>5 – Independent work; editing strategies</td>
<td>Student choice</td>
<td>Interim draft (Mon./Tues./Wed.)</td>
</tr>
<tr>
<td>6 – Independent work</td>
<td>Student choice</td>
<td>Final draft (Friday)</td>
</tr>
</tbody>
</table>